



Hindhayes Infant School
Early Years Foundation Stage Policy
May 2026

At Hindhayes, we believe success is based on the partnerships between pupils, staff and the parent community. We endeavour to enrich and develop each child to be a successful individual that will become an active community citizen of the future.

Approved on: _____
Signed: _____
Role: _____

Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021 which refers to:

- The learning and development requirements are given legal force by an Order² made under section 39(1)(a) of the Childcare Act 2006
- The safeguarding and welfare requirements are given legal force by Regulations³ made under section 39(1)(b) of the Childcare Act 2006

Policy Rational and Key Principles

Children joining Hindhayes school have already learnt a great deal. Many have been learning in one of the various educational settings that exist in our community and others have been learning at home. The early-years education that we offer our children aims to continue this work and is based on the following key principles:

- It ensures that no child is excluded or disadvantaged
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children and activities that provide opportunities for learning both indoors and outdoors.
- It is led by experienced and highly skilled teaching and support staff
- It provided a rich and stimulating environment
- It ensures every child is included and supported through equality of opportunity and anti-discriminatory practice.
- * It promotes a close working partnership between staff and parents and/or carers
- * It keeps children safe and promotes well-being.

These fit seamlessly with the main principles of the Early Years Foundation Stage Curriculum (EYFSC)

- A unique child
- Positive relationships
- Enabling environments with teaching and support from adults
- Learning and development

Safeguarding and welfare procedures

We promote good health, including good oral health in the Early Years through our Curriculum For Life, assemblies and Curriculum Of Hope principles. We also teach E-safety in age appropriate ways and how to keep yourselves safe. The rest of our safeguarding and welfare procedures are outlined in our Safeguarding, Whistle Blowing and Low Level Concerns policies.

We see teaching and learning as a co-operative process involving all staff, pupils, governors, parents and members of the community.

We expect that Early Years staff will:

- Plan opportunities that build on and extend the children's knowledge, experience and interests and develops their self-esteem and confidence.
- Use a variety of teaching strategies that are based on children's learning needs.
- Provide a wide range of opportunities to motivate and support children and help them learn effectively.
- Offer a rich and safe learning environment both inside and out in which the contribution of all children is valued.
- Monitor children's progress through thorough assessment systems and in keeping with reporting and moderation arrangements.

We expect that all pupils will:

- Become confident, resourceful, enquiring and independent learners who can take responsibility for their own learning both inside and outside the classroom.
- Enjoy learning, be successful and embrace challenge.
- Will be involved as far as possible in reviewing the way in which they learn and to reflect on how they learn best.
- Know what they can do well and what they need to improve through participating in activities and listening to feedback from adults and peers.

We expect that all parents/carers will:

- Attend induction and parents meetings
- Allow children to start school on a part time basis for the first week to allow children to build confidence in their new environment and for teachers to meet with parents.
- Use Curriculum Letters to learn more about what the children are learning in school.
- Support learning through listening to children read.
- Ensure that children have the necessary clothing to take part in enrichment activities such as free flow outdoor play, Forest School and OPAL play.

We expect that the Governing Body will:

- Monitor the EYFS curriculum and provision through a named person responsible for EYFS.

We will involve the community through:

- Making visits out to local points of interest and of significance to the community.
- Inviting community members into school.

The Foundation Stage Curriculum

Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Years Foundation Stage Curriculum (2021). Our Children's learning experiences enable them to develop competency and skills across a number of learning areas.

- Personal, social and emotional development
- Physical development
- Communication and language
- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

Teacher's planning is based on an integrated day which contains elements from the Prime and Specific areas and include the seven areas of learning of the Early Years Foundation Stage Curriculum (2021) as well as opportunities to develop their cultural capital. Teachers plan opportunities, experiences, tasks and play based activities broadly on a topic and then add in the requirements of specific elements of teaching such as phonics, number sense and early reading activities. The timetable is organised to fit in well with whole school policies and to promote the best teaching and learning. Children in the Foundation Stage classes participate in many different English and Maths activities over a week, both planned and unplanned, play and learning based and independent or adult led. Over the course of the Reception year the children develop the knowledge, skills, understanding and attention needed to take part in English and Maths lessons in Key Stage 1. The Early Learning Goals and the Early Years Foundation Stage Curriculum (2021) provide the basis for planning throughout the Foundation Stage combined with support from individual subject specialists and coherently mapped and sequenced learning from EYFS to year 2. Our medium term planning is produced half termly and identifies the intended learning and opportunities. The short-term planning is produced weekly and includes timings, key skills, outcomes for children, details of the deployment for adult support and high quality provision in the outdoor area.

Resources

We plan a learning environment both indoors and outdoors that encourages a positive attitude to learning. Materials and equipment used reflect both the community that the children come from and the wider world. Children are encouraged to make their own selection of the activities on offer, as well as participate in adult led or adult initiated activities. We believe that this layering of opportunities encourages independent learning.

Teaching and Learning

The features of effective teaching and learning in our school are defined in our Teaching and Learning Policy. These apply to teaching and learning in the Foundation Stage just as they do in the teaching and learning in Key Stage 1

The features of good practice that relate to our school's Foundation Stage are:

- The partnership between teachers, support staff and parents which enables our children to feel secure and have a sense of well-being.
- The understanding that the Foundation Stage teachers have of how children develop and how this can be supported through teaching and provision.
- The planning and provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- The identification of children's progress and future learning needs through observations and assessments of individuals.
- The support for learning through wide and varied use of an exceptional outdoors provision including forest school.
- The planning and provision of learning opportunities to support safeguarding and welfare such as the effects of eating too many sweets, the importance of brushing your teeth, stranger danger and E-safety.

Play in the Foundation Stage

Through play our children will explore and develop learning experiences what will help them to make sense of the world. They will practice and build their ideas, learn how to control themselves and begin to understand the need for boundaries and rules. They will have opportunities to think creatively alongside other children and adults and also independently. Play is supported in our outdoor area by a highly skilled staff. Play is supported by our Play Policy and has been developed through consultation with OPAL, a national organisation.

Assessment

- The collection of data in the Foundation Stage is a statutory declaration.
- We make regular assessments of children's learning through observation and planned diagnostic assessment tasks.
- During the first term in the reception class, the teacher assesses the ability of each child to form a baseline. This includes the National Baseline Assessment. These assessments allow us to identify patterns of attainment within the cohort in order to adjust the teaching programme for individual children and groups of children.
- Assessment are moderated internally and externally. Assessments are also supported by the DHT who is a County EYFS Moderator.
- Parents receive an end of year report that offers a summary of how well the children have achieved against the 17 Early Learning Goals. It highlights children's strengths and areas for development. This report will indicate whether children are:
 - Meeting expected levels of development
 - Not yet reaching expected levels ('emerging')